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Abstract

The Linccln Parish School Bcard, with assistance from the Gulf Scuth Research Institute staff, conducted a 10-week pilct student-teacher aide program in which 72 ccllege education majors worked as teacher aides in eight high schccls and elementary schcols fcr approximately 10 hours a week at $1.50 per hour. Consultants for the prcgram were hired at Icuisiana Polytechnic Institute and Grambling College tc screen and hire aides cn the basis cf academic standing and financial need. An crientaticn program was conducted to instruct them concerning duties and respcnsibilities, and seminars were held tc help ccordinate the program. An evaluaticn program involved analysis cf aides' and teachers' use cf time in terms cf specific instructional and non-instructional duties, analysis cf teacher aide questicnnaires, and summary cf teachers' and administrators' ccmments at the termination of the prcgram. Ccnclusicns were that college education majors are well qualified to fill teacher aide positions; that they gain valuable cn-the-job experience as such; and that the working relaticnship between colleges cf education and lccal schccl systems can serve tc strengthen the educatien curriculum cn the college level. (Included are recommendations based cn the prcgram; backgrcund informatien on Lincoln Parish; description of planning and administrative prccedures; and ccmplete results cf the program evaluation including aide job descripticns and tables of duties and respcnsibilities.) (JS)

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Final Report
GSRI Project No. HL-210

PILOT STUDENT-TEACHER AIDE PROGRAM FOR THE LINCOLN PARISH SCHOOL BOARD

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SP003283

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PREFACE

This is the final report to the Lincoln Parish School Board from Gulf South Research Institute on the pilot student-teacher aide program conducted in Lincoln Parish (GSRI Project No. HL-210).

The study was conducted by the Human Resources Research Division of Gulf South Research Institute. Members of the project team were

Thomas Judd, project leader and supervisor of instruction, Lincoln Parish School Board;

Dr. William C. Inman, director, Human Resources Research;

Donald C. Mitchum, manager, Survey Research;

Mrs. Patsy W. Davis, research coordinator; and

Mrs. Annette M. Jordan, data processing clerk.

The final report was written by Harold B. Coco, research assistant, Human Resources Research Division, and was prepared for publication by Yvonne L. Day, research assistant, Management Sciences Division.

I INTRODUCTION

The concept of employing teacher aides or auxiliary personnel to handle non-teaching functions in secondary and elementary schools has been studied in recent years in an effort to relieve teachers of clerical and non-instructional tasks. These include the following activities:

1. checking attendance,
2. collecting lunch money,
3. supervising recess periods,
4. monitoring the lunchroom,
5. recording grades,
6. typing tests and supplemental materials for classroom use, and
7. handling duplication and duplicating materials.

These tasks do not require instructional or professional skills and can therefore be handled by a trained clerical worker. Other tasks, such as counseling, supervising independent groups in the classroom, and preparing materials for display on bulletin boards, require a certain degree of instructional ability, and should therefore be handled by aides who have had training in instructional duties. Teacher aides not only relieve teachers of time-consuming tasks, but they gain valuable on-the-job experience in several facets of the educational process.

Teacher aides are now being employed in many schools to assist teachers in handling these activities. Some of the aides are volunteers, while others

are paid for their services. Duties of aides can be divided into the following four categories:

1. Instructional duties involving direct contact with students; i.e., assisting with art and physical education classes, listening to children read, and supervising study;

2. Instructional duties which involve no direct contact with students; i.e., working in the library, grading papers, checking workbooks, etc.;

3. Non-instructional duties involving direct contact with students; i.e., collecting lunch money, assisting with first aid, and issuing textbooks and supplies; and

4. Non-instructional duties which involve no direct contact with students; i.e., typing and duplicating materials and recording grades.

During this study college education students were employed as teacher aides in nine public schools in Lincoln Parish. (See Figure 1.) The aides performed a variety of duties in each of the four categories described above and recorded their activities daily. The use of college education majors as teacher aides is both exemplary and innovative in the South.

II CONCLUSIONS AND RECOMMENDATIONS

The Lincoln Parish School Board, with the assistance of staff members from Gulf South Research Institute, conducted a 10-week pilot student-teacher aide program in Lincoln Parish from March 11, 1967, to May 17, 1968. The program included 72 teacher aides, all of whom were college students majoring in education. The aides each worked approximately 10 hours a week and were paid $1.50 per hour.

The first step in the planning phase of the program was a review of the duties and responsibilities of teacher aides in other schools. Summary data from the review are included in Appendix A. Consultants for the program were hired at Louisiana Polytechnic Institute and Grambling College to screen and hire teacher aides on the basis of academic standing and financial need.

An orientation program was then conducted to instruct aides concerning their responsibilities and duties. A committee was formed to supervise the pilot program and to serve as a means of communication. Members of the committee included

Thomas Judd, superintendent of instruction, Lincoln Parish School Board;

Wilbur Caldwell, representative, Lincoln Parish School Board;

Donald Mitchum, representative, Gulf South Research Institute;

Dr. Robert Hunter, dean, College of Education, Grambling College; and

Dr. George Freeman, dean, College of Education, Louisiana Polytechnic Institute.

Each semester more than 100 senior education majors from Grambling College and from Louisiana Polytechnic Institute complete their student teaching requirements in Lincoln Parish schools. The practice of using local schools for student practice teaching has been in effect for more than 20 years. The student teachers, however, have only a small amount of time to devote to student teaching; therefore, their experiences in the classroom are limited. For this reason, many educators believe that any opportunity to gain on-the-job experience, such as a teacher aide program, before the student begins student teaching would be invaluable.

In addition a student-teacher aide program allows education students to earn money for their tuition in state colleges. Tuition rates, incidentally, were more than doubled by the Louisiana Legislature two years ago.

In reviewing teacher aide programs in other states, the project team discovered that one of the major problems was selecting students to fill aide positions who would be loyal to the school and would be willing to accept and obey the rules of the aide program. The project team decided that college students who were already devoted to education as a career would be the best candidates in terms of qualifications and attitudes to fill such positions.

General Function of Teacher Aides

The teacher aide program in Lincoln Parish was designed to relieve teachers of time-consuming and non-instructional duties, thereby allowing them to devote more time to individual student instruction.

Tasks performed by teacher aides in the program can be divided into the following general categories:

1. Clerical tasks, such as typing, duplicating materials, and recording grades and attendance;

2. Housekeeping tasks, such as regulating room ventilation and lights and cleaning up after art classes;

3. Non-instructional tasks, such as monitoring lunchrooms, playground activities, and the loading and unloading of buses; and

4. Instructional tasks, such as assisting teachers in classroom activities, reading to children, supervising art and physical education classes, listening to children read, and preparing instructional materials.

Aides in the Lincoln Parish pilot program devoted 38.2 percent of their time to instructional tasks; 57.6 percent, to non-instructional tasks and 4.2 percent, to miscellaneous activities. That a relatively high percentage of time was devoted to instructional tasks can be explained by the fact that all of the aides participating in the Lincoln Parish program were education majors, and therefore, were better qualified to perform these tasks than paid aides who do not have a background in education.

Job Description

Teacher aides are employed in local schools to assist teachers with instructional and non-instructional tasks, thereby allowing them to devote more time to individualized instruction. Aides in the Lincoln Parish pilot program were college education majors who gained valuable on-the-job experience in performing non-teaching classroom duties. Aides in the program can be distinguished from other auxilliary personnel in that (1) they are

planning a career in teaching, and (2) they perform both instructional and non-instructional tasks.

Examples of Work

Teacher aides should be skilled in performing a variety of tasks under the direct supervision of a teacher. These include clerical, housekeeping, instructional, and non-instructional activities. A complete list of duties and responsibilities compiled during preliminary studies is included in Appendix A.

Qualifications

College students majoring in primary or secondary education are probably best qualified to work as teacher aides, since their educational background, mental aptitudes, personal attitudes and interests are already centered around educational activities.

Because of their close working relationship with teachers and students, teacher aides should not only be enthusiastic in meeting their responsibilities, but should

1. have poise and self confidence and be well groomed;
2. cooperate with teachers and fellow aides;
3. accept their responsibilities and perform them well;
4. broaden their interests and knowledge; and
5. show concern and interest for students with whom they work.

In the area of instructional tasks, teacher aides should be knowledgeable concerning

1. the general principles of the learning process;
2. the basic principles of child development;
3. correct use of the library;
4. the basic principles of general courses, such as English, mathematics, and social studies;
5. the preparation and use of audio-visual materials;
6. the basic rules of general first aid;
7. the correct procedure for filling out reports, student report cards, and records;
8. the preparation and use of art and physical education equipment; and
9. children's games and songs.

Non-instructional tasks require the ability to type and to operate a duplicating machine, as well as audio-visual aid equipment (movie projectors, slide and film projectors, opaque projectors, and tape recorders).

Salaries and Schedules of Aides

Aides in the Lincoln Parish pilot program were paid $1.50 per hour for 10 hours of work a week. Most teachers and school administrators in the parish indicated that the number of aides in the program and the number of working hours each week should be increased. Teacher aides believed that increasing the working hours to 15 a week would be adequate. A travel stipend might be included for those aides willing to furnish their own transportation. "Riders" could pay the "drivers" their travel allotment.

Summary of Recommendations Based on Pilot Program

1. Teacher aides should be selected on the basis of financial need, educational qualifications, and their ability to meet the job criteria and personal requirements.

2. College consultant-counselors, such as the ones in the Lincoln Parish program, are invaluable in selecting aides to meet these requirements.

3. Aides should be assigned to one, two, or three teachers for a specific period of time, rather than to an entire staff of teachers.

4. Assignments should be made as soon as the program begins, thereby allowing effective working relationships to develop early.

5. Office space and equipment should be provided for aides assigned to general office duties. (In one school in the Lincoln Parish program there was only one typewriter available for use.)

6. The lack of efficient transportation for aides from Grambling College and Louisiana Polytechnic Institute to the local schools in the parish was the major problem of the pilot program. The problem could be solved in future programs by using another taxi company or by paying students a travel stipend.

7. More male students should be employed as aides.

8. Although the job description defines the activities of teacher aides, rules concerning their roles in school activities should remain flexible to meet unusual or unplanned situations.

9. Written observations of students by teacher aides should be used as a source of anecdotal data for student records.

10. The role and function of the teacher aide should be clearly defined and explained to all school personnel, parents, and children.

11. The teacher aide program should be evaluated frequently through careful study of daily aide and teacher reports and through scheduled monthly meetings of the communication committee, teachers, school administrators, and teacher aides. Frequent evaluation will lead to a better coordinated and better organized program. In addition problems arising periodically in the program can be handled at the time they appear instead of at the end of the school year.

12. Duties of aides and teachers can be divided into four categories.

    a. Instructional duties which involve direct contact with students; i.e., assisting with art and physical education, listening to children read, supervising study, etc.;

    b. Instructional duties which involve no direct contact with students; i.e., working in library, grading papers, checking workbooks, etc.;

    c. Non-instructional duties which involve direct contact with students; i.e., collecting lunch money, assisting with first aid, issuing textbooks, and issuing supplies; and

    d. Non-instructional duties which involve no direct contact with students, i.e., typing, duplicating materials, and recording grades.

Conclusions

Information gathered during the teacher aide pilot program in Lincoln Parish can be used as a basis for planning larger teacher aide programs involving more aides and serving more schools.

College education majors are well qualified to fill teacher aide positions, since their educational background, attitudes, aptitudes, and interests are centered around educational activities. In addition they gain valuable on-the-job experience which may be of use later in their careers. The working relationship between colleges of education and local school systems can serve to strengthen the education curriculum on the college level by causing educators to adapt and modify courses to cope with the realities of the classroom. The possibility of using college students from departments other than the college of education could be explored in future programs.

Whether all teachers in a school should be assigned an aide is a decision that should be made by the school concerned. It should be noted, however, that teacher aides seemed to work most effectively when assigned to one, two, or three teachers.

III BACKGROUND INFORMATION ON LINCOLN PARISH

Lincoln Parish has an area of 469 square miles and had a population of 28,535 in 1960. Forty percent of the population lived in rural areas in 1960, and 41.8 percent was non-white.

The parish contains 19 public schools; one parochial school; Grambling College (located in Grambling, near Ruston); and Louisiana Polytechnic Institute (located at Ruston). Enrollment in each of the schools is as follows:

Public schools	6,409
Parochial school	48
Grambling College	3,844
Louisiana Polytechnic Institute	7,219

Non-whites constitute 47 percent of the enrollment in the public and parochial schools in the parish and 38 percent of the enrollment in the two colleges. Results from standard tests indicate that the average white public school student is 1.5 grade levels above the national norm, while the average non-white public school student is three grade levels below the norm. This situation might be remedied somewhat by the employment of teacher aides, which would allow teachers to spend more time on individualized instruction. Table I indicates the student-teacher ratios for the nine schools participating in the pilot program.

Table I

STUDENT-TEACHER RATIOS IN THE NINE SCHOOLS IN THE PILOT PROGRAM

School	Number of Students	Number of Teachers	Pupil-Teacher Ratio
Cypress Springs High	340	13	26.2 to 1
Glenview High	424	16	26.5 to 1
Hillcrest High	391	14	27.9 to 1
Ruston Elementary	342	12	28.5 to 1
Grambling Elementary and Grambling High	705	28	25.2 to 1
I. A. Lewis Elementary	384	16	24.0 to 1
Lincoln Elementary	476	20	23.8 to 1
Greenwood Elementary	272	11	24.7 to 1

IV PROCEDURES USED IN THE PILOT STUDY

Innovation of the Teacher Aide Program

The idea of initiating a pilot teacher aide program using education students at local colleges was conceived by Thomas Judd, superintendent of instruction, Lincoln Parish School Board. Mr. Judd was guided by the knowledge that the school board was committed to improving instruction procedures in public schools and that teachers in the parish were overloaded with clerical and non-teaching tasks which shortened the amount of time they could devote to classroom instruction.

Feasibility of the Program

To determine the feasibility of conducting a teacher aide program, Mr. Judd contacted several community groups and members of the Lincoln Parish School Board. Informal discussions were held with the superintendent of schools, with teachers, and with administrators in the school system. Officials at Louisiana Polytechnic Institute and at Grambling College indicated an interest in the program and offered their support.

In addition a mail survey was conducted of other school systems in the United States to determine their experience with teacher aides and to delineate clearly the role of the teacher aide in the teaching process. Most contacts indicated that a well planned program would be of benefit to the school system. Mr. Judd therefore concluded that such a program was a viable concept and was technologically feasible.

Program Design

After determining that the program was feasible, Mr. Judd requested Gulf South Research Institute to participate in the preparation of a formal proposal to be submitted to the U. S. Office of Education. It was decided that a small-scale pilot project was needed to provide experience and data for a full-scale program.

The basic elements of the research design included

1. a review of previous experience with teacher aides and development of a list of duties;
2. orientation of teachers concerning the use of aides;
3. hiring consultants at Louisiana Polytechnic Institute and Grambling College to coordinate the program;
4. recruiting aides;
5. orientation of the aides through organizational meetings;
6. development of a communication system for use by teachers, aides, and school officials;
7. designing administrative forms;
8. conducting seminars to help coordinate and resolve problems of the program; and
9. evaluating the program at termination.

Approval of the Program

The project application was completed and was signed by the superintendent of schools for Lincoln Parish. The Lincoln Parish School Board, in a meeting on April 4, 1967, formally approved the project and authorized the superintendent to submit the application to the U. S. Office of Education.

Gulf South Research Institute approved the final research design and agreed to conduct the pilot study. In addition Louisiana Polytechnic Institute and Grambling College formally agreed to participate in the program and provided letters to that effect. The program was also endorsed by St. Thomas Aquinas School, as well as the Lions, Kiwanis, and Rotary clubs in Ruston.

Funding of the Program

The project application was sent to the U. S. Office of Education on June 26, 1967, by Superintendent of Schools Morelle Emmons, who requested funding for the program. Copies of the application were given to the State Department of Education, which also approved the program. The U. S. Office of Education approved the project for funding, and an official notice to proceed was received February 15, 1968.

Organization

A series of organizational meetings was held to finalize the details of the pilot project. The original application provided for 40 part-time aides for 18 weeks (10 hours each per week). The program was modified to conform to the educational scheduling of Grambling College, Louisiana Polytechnic Institute, and the Lincoln Parish school system. The result was an increase in the number of aides to 72. Of these, 38 would come from Grambling College and 34 from Louisiana Polytechnic Institute. The dean of the college of education at each school selected a staff member to serve as a consultant to the project.

Duties of each consultant included initial screening of students for teacher aide positions, final selection of aides, and coordinating the

schedules of aides with the school system requirements. Each consultant also served as a counselor for the teacher aide students from his college.

Organizational Meetings

February 19, 1968

The project staff held its first meeting on February 19, 1968, in the school board offices at Ruston. Details for starting the project were discussed, and meetings were held with the deans of the education colleges at Louisiana Polytechnic Institute and Grambling College to begin selection of suitable consultants. Dr. George Freeman at Louisiana Polytechnic Institute and Dr. Robert Hunter at Grambling College were interested in the program and agreed to appoint one member of their respective staffs to serve as a consultant to the project.

The meeting was attended by Dr. William Inman and Donald Mitchum, Gulf South Research Institute; and Thomas Judd and Wilbur Caldwell, Lincoln Parish School Board.

March 5, 1968

At the second meeting of the project staff, Mr. Mitchum distributed copies of suggested duties and responsibilities of teacher aides and auxiliary personnel. The list of duties was prepared by Gulf South Research Institute from a preliminary study of other school systems in the United States which employ teacher aides. A tentative job description for teacher aides was developed by the Institute to use as a general guideline for the teachers who had aides assisting them. The suggested duties were discussed and several were deleted.

Luther Ford, consultant from Grambling College, reported that he had received more than 200 applications for the aide positions and had selected aides according to academic average, class standing, and financial need. The project staff decided that tentative schedules for Grambling College students would be made and that a meeting with the students would be held.

Louisiana Polytechnic Institute selected 31 suitable applicants. A meeting to collect schedule cards and to brief the students on aspects of the program was scheduled for Monday, March 11, 1968.

The project staff also decided that the program would last for 10 weeks, beginning March 13, 1968, and ending May 22, 1968.[1] In addition the staff discussed the feasibility of assigning elementary education students to elementary schools and secondary education students to secondary schools. The staff agreed that such assignments would be scheduled whenever possible.

It was decided that individual assignments would be made for a minimum of two hours a day, except in rare cases where more time would be required to handle the workload. In addition individual students would work at the same school for the entire 10-week period and with the same teacher whenever possible. At the beginning of the program, all students would be assigned to school principals for placement within the classrooms.

At Grambling College Mr. Caldwell, Mr. Mitchum, and Mr. Ford discussed the aide program with accepted applicants. Tentative schedules for each aide, indicating school and days and hours of work, were distributed.

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[1]The program actually started on March 11, 1968, and continued through May 17, 1968.

Schedule conflicts were resolved and transportation difficulties were discussed. After the meeting, a schedule of taxi trips to and from Grambling College and Ruston was prepared by Mr. Mitchum.

The second meeting was attended by Mr. Mitchum; Mr. Judd; Mr. Emmons; Mr. Caldwell; Dr. Robert Tabarlet, consultant from Louisiana Polytechnic Institute; and Luther Ford, consultant from Grambling College.

March 11, 1968

The third organizational meeting of the project staff was held at Louisiana Polytechnic Institute on March 11, 1968. Mr. Judd briefed students on aspects of the aide program and distributed copies of the duties and responsibilities of an aide. The students completed and turned in schedule cards which were submitted to Dr. Tabarlet for changes and additions and which were then finalized. (See Figure 2.)

Twenty-eight aide applicants attended the meeting, along with Mr. Mitchum, Mr. Judd, Mr. Caldwell, and Dr. Tabarlet.

March 19, 1968

The fourth organizational meeting, held in the school board office at Ruston, was attended by Mr. Judd, Mr. Caldwell, and Mr. Mitchum. The latter presented a daily aide report form and discussed its use. The purpose of the form was to tabulate the amount of time spent daily on itemized tasks. (A copy of the form is contained in Appendix B of this report.) Mr. Judd scheduled a meeting with the nine school principals in the parish to instruct them concerning the use of the form. In addition Mr. Mitchum and

Date _____

_____
(Last Name) (First Name) (Second Name) (Married?)

School _____ Curriculum _____ Class _____

Date of Birth _____ Church _____
(Mo.) (Day) (Year)

Home Address _____ Pho. _____
(Street & No.) (City) (State)

Ruston Residence _____ Phone _____
(If Dormitory, Give Name & Room No.)

Ruston Mailing Address _____

Name of Parent or Guardian _____ Occupation _____

His Address _____
(Street & No.) (City) (Parish) (State)

Have You Registered at Tech Before _____ _____
(First Registered) (Last Registered)

Last School Attended _____ When Registered Last _____

When Do You Expect to Graduate _____
(Month) (Year)

Check: Drive in ___ Live in Town __ Rm. in Town __ Frat. H. __ Vetville __ Dorm _

Graduate of What High School _____ Year _____

Name _____ Date _____
(Last Name) (First Name) (Second Name)

(List in Alphabetical Order) SUBJECT	No.	Sec.	Cr. Hrs.	RECORD THE TIME BELOW					
				M	T	W	T	F	S
TOTAL HOURS				Signature of Adviser					

Fig. 2 SCHEDULE CARD

Mr. Caldwell discussed the form and its use with Mr. Ford and Dr. Tabarlet and evaluated the progress of the teacher aide program. Use of the report form began March 15, 1968.

A permanent committee was formed to review and supervise the operation of the pilot aide program. Committee members were Mr. Judd and Mr. Caldwell from the Lincoln Parish School Board; Mr. Mitchum from Gulf South Research Institute; Dr. Robert Hunter, dean, College of Education, Grambling College; and Dr. George Freeman, dean, College of Education, Louisiana Polytechnic Institute.

In addition to the permanent committee, a group composed of school board representatives, Mr. Mitchum, and consultants from the two colleges met informally to coordinate the pilot program.

Under the direction of Mr. Judd and Mr. Caldwell, Gulf South Research Institute prepared routine reporting, payroll, and activity procedures and forms and established guidelines for periodic seminars. Elements of the program evaluation were based on analyses of teachers' use of time, aides' use of time, and attitudes toward the program as stated by students, teachers, administrators, and aides.

Operation

The program operation was directed by Mr. Judd, with the assistance of Gulf South Research Institute. A master schedule of weekly work assignments was made which incorporated additions and changes wherever necessary. In the pilot program, no attempt was made to select aides to fit the schedules of individual teachers. Instead, the school schedules of aides were accepted and integrated with those of the local school system. In addition

no attempt was made to match a teacher's area of specialization with an aide's area of academic concentration.

A final selection of schools to participate in the program was made, and individual assignments were given to the aides and principals. A meeting with the principals and teachers was held to present general guidelines for use by the aides and to detail reporting procedures. A meeting with the aides was held at each college to outline the general responsibilities with which each would be faced.

During the operational phase of the program, aides were assigned to the schools listed in Table II.

Monthly Seminars

April 9, 1968

Dr. Tabarlet and Mr. Mitchum met with aides at Louisiana Polytechnic Institute on April 9, 1968, to evaluate the progress of the teacher aide program, to solve problems arising in the program, and to make any modifications necessary.

Several problems in connection with the program were mentioned by the aides at the meeting. Among these were assignment of aides to the central office which limited contact with students and resulted in lost time on the part of the aides; reluctance on the part of students to accept aides as persons of authority; and the lack of sufficient equipment in some schools to make full use of an aide's time. In two of the schools to which aides were assigned, there was only one typewriter available for use. In one of the five schools to which students from Louisiana Polytechnic Institute were

Table II

DISTRIBUTION OF AIDES AMONG SCHOOLS IN
PILOT TEACHER AIDE PROGRAM IN LINCOLN PARISH

School	Number of Aides
Cypress Springs	10
Glenview	6
Hillcrest	9
Ruston Elementary	9
Grambling High	8
Grambling Elementary	13
I. A. Lewis Elementary	3
Lincoln Elementary	6
Greenwood Elementary	8
TOTAL NUMBER OF AIDES	72

assigned, aides were assigned to the main office and were available only on call. In the other four schools, the students worked directly for and with teachers in the classrooms.

As the teacher aide program progressed, the amount and type of work being done by the aides changed to include more work and different kinds of tasks. Typical chores included making copies, grading papers, updating library shelves, cutting stencils, checking workbooks, and constructing materials for students.

April 22, 1968

A second intermediate evaluation meeting was held on April 22, 1968, at Grambling College. Attending were Mr. Ford, Mr. Mitchum, and 14 teacher aides from Grambling College.

The aides indicated that the only two major problems encountered in their work were of an administrative nature. First, pay checks for work done in March 1968 did not accurately reflect the number of hours worked for each aide. This matter was subsequently corrected in the April payments. The second problem involved transportation to and from schools in Ruston. Transportation between these schools was handled on a contractual basis by a local taxi company. Several aides indicated that there was a conflict in scheduling which had resulted in several instances of late arrival or departure, and, in a few cases, of completely missing their transportation. This situation was remedied by discussions between the school board and the taxi company.

Most aides worked directly with teachers in the classroom, although one was assigned full-time to the school library and another worked in the school office. A majority of the aides believed that they were being used to their fullest potential and that their efforts were needed and appreciated by teachers and principals. Before the meeting, one of the schools requested additional aides.

Work activities at the schools included making posters and bulletin board materials, grading papers, typing, copying materials, supervising the making of science fair projects, and working directly with the students in the classroom.

A suggestion was made for a continuation project, since most aides indicated they would like to work more than 10 hours per week. The consensus was that 15 hours per week could be scheduled without interfering with academic work.

Teacher Aide Questionnaire

On May 13 and 14, a team of interviewers from Gulf South Research Institute interviewed 60 of the 72 aides concerning their expectations of the program, what activities they considered most valuable, which aspects of the program they believed should be dropped, and their attitude toward a continuation program. A copy of the questionnaire is included in Appendix C of this report.

End-of-School-Semester Symposium

Mr. Judd conducted an end-of-school-semester symposium at the school board offices at Ruston to obtain final opinions, suggestions, and criticisms from teachers and principals of the participating schools concerning adequacy of the pilot program. Recommendations were requested in order to modify the program for continuation.

Evaluation

The evaluation phase of the pilot program conducted by Gulf South Research Institute included

1. analysis of aides' use of time;
2. analysis of teachers' use of time;
3. presentation of aides' time (instructional and non-instructional duties);

4. presentation of teachers' time (instructional and non-instructional duties);

5. analysis of aides' use of time between schools;

6. analysis of aides' use of time between grades;

7. analysis of aides' time by weeks;

8. comparison of the pilot program with other teacher aid systems;

9. analysis of teacher aide questionnaires; and

10. summary of teachers' and administrators' comments at the termination of the pilot program.

V RESULTS

Rank Order of Duties: Teacher Aides

Table III contains a list of duties ranked according to the time spent in minutes by all teacher aides during the 10-week pilot program. Aides spent 75 percent of their total time on duties listed above Rank 17. The majority of these activities are non-instructional, which indicates that the major portion of time was devoted to clerical and non-teaching duties. "Miscellaneous activities" ranked ninth in the rank order of duties and included a myriad of tasks. (See footnote 2 of Table III.) In future programs, the category should be broken down to indicate the percentage or amount of time spent on each of the several tasks included under the heading. More than 51 percent of the aides' total time was spent on the following tasks, six of which are non-instructional:

1. duplicating materials;
2. grading papers and workbooks;
3. typing;
4. general office work;
5. recording grades and attendance;
6. working in the library;
7. helping with art and physical education classes;
8. monitoring bus loading and unloading; and
9. miscellaneous activities.

Table III

RANK ORDER OF DUTIES: TEACHER AIDES

Duties	Rank	Time in Minutes	Percentage of Time
Duplicated materials	1	32,585	10.0
Graded papers, workbooks	2	31,420	9.6
Typed	3	27,215	8.3
General office work[1]	4	23,080	7.0
Recorded grades, attendance	5	19,650	6.0
Worked in library	6	19,115	5.8
Helped with art and physical education	7	15,645	4.8
Monitored bus loading & unloading	8	15,200	4.6
Miscellaneous activities[2]	9	13,715	4.2
Checked papers, workbooks	10	12,505	3.8
Monitored playground activities	11	12,240	3.7
Student cards, records	12	11,440	3.5
Prepared materials for bulletin boards	13	10,440	3.2
Monitored lunchroom	14	8,295	2.5
Prepared visual aids materials	15	7,795	2.4
Supervised independent groups in class	16	7,580	2.3
Supervised study	17	7,375	2.2
Changed bulletin board arrangements	18	6,540	2.0
Listened to children read	19	6,435	2.0
Helped with physical arrangement of room	20	5,885	1.8
Supervised recreation	21	5,460	1.7
Read to children	22	4,610	1.4
Operated visual aid equipment	23	4,425	1.3
Helped children construct things	24	4,100	1.2
Made charts, graphs	25	3,130	1.0
Issued textbooks and supplies	26	2,550	.8
Helped with health inspection	27	2,400	.7
Collected lunch money	28	2,270	.7
Checked attendance	29	1,950	.6
Helped with experiments	30	1,570	.5
Assisted with field trips, tours	31	480	.1
Distributed clothing to children	32	450	.1
Collected other money	33	445	.1
Assisted with first aid	34	235	.1
Assisted with student elections	35	120	.0
TOTAL		328,350	

[1]Filing, inventory, errands, and telephone duty.

[2]Sorted and filed lists, made six-inch rulers, assisted with kindergarten, sorted reading materials, made keys to workbooks, filed reading materials, prepared homework materials, laboratory work, monitoring the hall, monitoring water break, etc.

Rank Order of Duties: Teachers

Table IV contains a list of duties and responsibilities ranked according to the amount of time spent in minutes by teachers during the 10-week pilot program. The list was compiled from reports filled out by teacher aides. The 10 highest ranked duties in the table are instructional. Non-instructional tasks which ranked high in the rank order of aides' duties, such as monitoring bus loading and unloading, monitoring the lunchroom, and typing, ranked in the lower half of the teachers' list. More than 75 percent of the teachers' total time was spent on duties listed above Rank 7 in the table. More than 50 percent of their total time was devoted to group and individual instruction.

Presentation of Aides' Time: Instructional and Non-Instructional Duties

Table V contains a list of instructional and non-instructional duties and indicates the percent of total time spent on each by teacher aides. The list of duties was compiled by Gulf South Research Institute from information recorded by teacher aides on the Daily Aide Report form. The duties were divided into their respective categories after a qualitative analysis of the elements involved in each and after a review of classification systems used in other teacher aide programs.

As indicated in the table, aides spent 57.6 percent of their total time on non-instructional duties; 38.2 percent on instructional tasks; and 4.2 percent on miscellaneous activities, such as sorting and filing lists, assisting with kindergarten activities, sorting reading materials, and monitoring halls. These figures indicate that despite the emphasis on non-instructional skills, a significant portion of the total time spent in the

program was devoted to instructional tasks, such as grading papers and workbooks and helping with art and physical education.[2]

Table IV

RANK ORDER OF DUTIES: TEACHERS

Duties	Rank	Time in Minutes	Percentage of Time
Instructed group (general)	1	100,130	43.8
Miscellaneous[1]	2	21,780	9.5
Instructed individuals	3	15,575	6.8
Office-principal's duties	4	10,465	4.6
Planned lessons	5	8,675	3.8
Listened to children read	6	8,645	3.8
Supervised physical education	7	6,665	2.9
Worked in library	8	6,420	2.8
Graded papers and tests	9	5,940	2.6
Prepared visual aids materials	10	5,885	2.6
Monitored bus loading and unloading	11	5,735	2.5
Monitored lunchroom	12	5,530	2.4
Operated visual aid equipment	13	4,555	2.0
Handled guidance counseling	14	4,485	2.0
Typed, did office work	15	4,305	1.9
Read to children	16	4,245	1.9
Monitored yard activities	17	3,185	1.4
Observed student teacher	18	2,965	1.3
Checked attendance	19	2,425	1.1
Prepared and duplicated program material	20	780	.3
TOTAL		228,390	100.0

[1]Meetings, lunch break, instruction of teacher aides, changing bulletin boards, conferences, supervising building, administering achievement tests, preparing tests and reports, keeping class records, supervising science projects, supervising individual groups, and handling school trips.

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[2]In future teacher aide programs, "miscellaneous activities" should be broken down to indicate the amount of time spent on each of the tasks included in the category.

Table V

PRESENTATION OF AIDES' TIME: INSTRUCTIONAL AND NON-INSTRUCTIONAL DUTIES

Rank	Instructional Duties	Percent of Total Time
1	Grading papers, workbooks	9.6
2	Helping with art and physical education	4.8
3	Checking papers, workbooks	3.8
4	Preparing materials for bulletin boards	3.2
5	Preparing visual aids materials	2.4
6	Supervising independent groups in classroom	2.3
7	Supervising study	2.2
8	Changing bulletin boards	2.0
9	Listening to children read	2.0
10	Supervising recreation	1.7
11	Reading to children	1.4
12	Helping children construct things	1.2
13	Making charts, graphs	1.0
14	Helping with experiments	.5
15	Assisting with field trips, tours	.1
16	Assisting with student elections	.0
	SUBTOTAL	38.2
	Non-Instructional Duties	
1	Duplicating materials	10.1
2	Typing	8.3
3	Doing general office work	7.0
4	Recording grades, attendance	6.0
5	Working in library	5.8
6	Monitoring bus loading and unloading	4.6
7	Monitoring playground activities	3.7
8	Maintaining student cards, records	3.5
9	Monitoring lunchroom	2.5
10	Helping with physical arrangement of room	1.8
11	Operating visual aid equipment	1.3
12	Issuing textbooks and supplies	.8
13	Helping with health inspection	.7
14	Collecting lunch money	.7
15	Checking attendance	.6
16	Distributing clothing to children	.1
17	Collecting other money	.1
18	Assisting with first aid	.1
	SUBTOTAL	57.6
	Miscellaneous Activities	4.2
	TOTAL	100.0

Presentation of Teachers' Time: Instructional and Non-Instructional Duties

Table VI contains a list of instructional and non-instructional duties and indicates the percent of total time spent on each task by teachers.

As indicated in the table, teachers spent 78.9 percent of their total time on instructional duties; 11.6 percent on non-instructional duties; and 9.5 percent on miscellaneous activities. Individual and group instruction ranked highest among the instructional duties; however, additional research would be needed to ascertain whether the percentage of time spent on these duties was increased because aides relieved teachers of time-consuming clerical tasks.

Analysis of Aides' Use of Time Between Schools

Table VII indicates the amount of time spent by aides, in minutes, on each task at each of the nine schools participating in the pilot program. Table VIII indicates the percent of total time spent on the highest ranked duties at each school. As indicated in Table VII, a large amount of time was spent duplicating materials and grading papers at Cypress Springs, Glenview, and Hillcrest high schools and at Ruston Elementary School. Aides assigned to these schools in future programs should be skilled in performing these tasks.

A significant amount of time was spent on typing at Glenview and Hillcrest high schools and at Ruston Elementary School. (More time was spent on non-instructional tasks at these schools than on instructional ones.)

Recording grades and attendance ranked high at Ruston, Grambling, and Lincoln elementary schools. A significant amount of time was spent on library work at I. A. Lewis and Lincoln elementary schools. General office

Table VI

PRESENTATION OF TEACHERS' TIME: INSTRUCTIONAL AND NON-INSTRUCTIONAL DUTIES

Rank	Instructional Duties	Percent of Total Time
1	Instructing group (general)	43.8
2	Instructing individuals	6.8
3	Office-principals' duties	4.6
4	Planning lessons	3.8
5	Listening to children read	3.8
6	Helping with physical education	2.9
7	Working in library	2.8
8	Grading papers, tests	2.6
9	Preparing visual aids materials	2.6
10	Handling guidance counseling	2.0
11	Reading to children	1.9
12	Observing student teacher	1.3
	SUBTOTAL	78.9
	Non-Instructional Duties	
1	Monitoring bus loading and unloading	2.5
2	Monitoring lunchroom	2.4
3	Operating visual aid equipment	2.0
4	Typing, general office work	1.9
5	Monitoring yard activities	1.4
6	Checking attendance	1.1
7	Preparing and duplicating program material	.3
	SUBTOTAL	11.6
	Miscellaneous Activities	9.5
	TOTAL	100.0

Table VII

AMOUNT OF TIME SPENT BY AIDES, IN MINUTES, ON EACH

Duties	Cypress Springs	Glenview	Hillcrest	Ruston Elementary	Gr
Changed bulletin boards	1,430	--	780	70	
Duplicated materials	5,645[c]	5,005[c]	10,445[a]	3,525	
Made charts, graphs	450	450	430	350	
Prepared materials for bulletin boards	2,310	--	890	570	
Prepared visual aids materials	840	--	330	320	
Typed	2,285	6,875[b]	5,940[b]	5,160[b]	
Checked attendance	--	--	--	--	
Collected lunch money	--	--	390	--	
Collected other money	--	--	60	--	
Helped children construct things	375	--	390	440	
Helped with art & physical education	8,055[b]	60	1,770	3,440	
Helped with experiments	--	--	--	--	
Listened to children read	60	60	--	360	
Read to children	60	180	940	525	
Supervised independent groups in class	165	510	665	195	
Supervised study	90	140	195	470	
Assisted with first aid	65	--	--	20	
Distributed clothing to children	--	--	--	180	
Helped with physical arrangement of room	30	--	15	90	
Issued textbooks and supplies	680	--	--	270	
Operated visual aid equipment	95	50	--	120	
Recorded grades, attendance	980	260	2,065	5,215[a]	
Assisted with field trips, tours	--	180	--	--	
Assisted with student elections	--	--	--	--	
Helped with health inspection	1,435	--	60	270	
Monitored bus loading & unloading	140	680	430	2,820	
Monitored lunchroom	630	1,990	--	1,710	
Monitored playground activities	930	360	535	4,060	
Supervised recreation	930	50	60	660	
Worked in library	2,315	1,980	2,835	3,360	
Grading papers, workbooks, etc.	11,510[a]	10,320[a]	4,320	1,925	
Checking papers, workbooks, etc.	2,510	--	4,770[c]	120	
General office work, etc.	5,205	315	2,120	4,565[c]	
Student cards, records	1,225	--	615	440	
Miscellaneous	2,955		1,860	445	
TOTAL AIDE TIME	53,400	29,785	42,910	41,695	3

*Note: The letters *a*, *b*, and *c* in each of the columns indicate the rank order of the three h
spent in each.

Table VII

ENT BY AIDES, IN MINUTES, ON EACH TASK AT EACH SCHOOL

nview	Hillcrest	Ruston Elementary	Grambling High	Grambling Elementary	I. A. Lewis	Lincoln Elementary	Greenwood Elementary	Total Time
–	780	70	1,380	1,760	--	130	990	6,540
005[c]	10,445[a]	3,525	3,870[c]	1,525	120	455	1,995	32,585
450	430	350	210	1,110	--	--	130	3,130
–	890	570	1,390	3,260	--	1,045	975	10,440
–	330	320[b]	2,010	2,795	120	825	555	7,795
875[b]	5,940[b]	5,160[b]	2,895	1,075	930	630	1,425	27,215
–	--	--	190	1,275	--	335	150	1,950
–	390	--	30	1,645	--	105	100	2,270
–	60	--	--	355	--	--	30	445
–	390	440	180	2,300	--	--	415	4,100
60	1,770	3,440	--	1,180	--	60	1,080	15,645
–	--	--	480	860	--	--	230	1,570
60	--	360	--	2,555	--	375	3,025[a]	6,435
180	940	525	--	975	--	350	1,580	4,610
510	665	195	60	2,625	--	760	2,600[c]	7,580
140	195	470	105	2,135	--	1,340	2,900[b]	7,375
–	--	20	--	95	--	15	40	235
–	--	180	--	200	--	40	30	450
–	15	90	140	3,430[c]	--	655	1,525	5,885
–	--	270	90	560	--	60	890	2,550
50	--	120	2,400	870	--	480	410	4,425
260	2,065	5,215[a]	1,660	5,105[a]	60	2,200[c]	2,105	19,650
180	--	--	--	150	--	--	150	480
–	--	--	--	--	--	--	120	120
–	60	270	--	345	--	210	80	2,400
680	430	2,820	165	1,455	3,595[b]	3,990[a]	1,925	15,200
,990	--	1,710	680	420	60	1,165	1,640	8,295
360	535	4,060	120	2,600	--	1,930	1,705	12,240
50	60	660	135	1,975	--	710	940	5,460
,980	2,835	3,360	--	465	5,065[a]	2,675[b]	420	19,115
,320[a]	4,320	1,925	1,820	635	--	610	280	31,420
–	4,770[c]	120	870	2,430	60	1,495	250	12,505
315	2,120	4,565[c]	7,120[a]	930	2,255[c]	360	210	23,080
–	615	440	6,105[b]	1,385	--	450	1,220	11,440
	1,860	445	2,145	3,865[b]	60	1,165	900	13,715
,785	42,910	41,695	36,250	54,345	12,325	24,620	33,020	328,350

ate the rank order of the three highest categories, according to the amount of time

Table VIII

PERCENTAGE OF TOTAL TIME SPENT BY AIDES ON THE HIGHEST

Duties	Cypress Springs	Glenview	Hillcrest	Ruston Elementary	Grambl High
Changed bulletin board arrangements					
Duplicated materials	10.6	17.0	24.3		10.7
Made charts, graphs					
Prepared materials for bulletin board					
Prepared visual aids materials					
Typed		23.1	13.8	12.4	
Checked attendance					
Collected lunch money					
Collected other money					
Helped children construct things					
Helped with art & physical education	15.1				
Helped with experiments					
Listened to children read					
Read to children					
Supervised independent groups in class					
Supervised study					
Assisted with first aid					
Distributed clothing to children					
Helped with physical arrangement of room					
Issued textbooks and supplies					
Operated visual aid equipment					
Recorded grades, attendance, etc.				12.5	
Assisted with field trips, tours					
Assisted with student elections					
Helped with health inspection					
Monitored bus loading & unloading					
Monitored lunchroom					
Monitored playground activities					
Supervised recreation					
Worked in library					
Grading papers, workbooks, etc.	21.6	34.6	10.1		
Checking papers, workbooks, etc.			11.1		
General office work, errands, etc.				10.5	19.6
Student cards, records, etc.					16.8
Miscellaneous					
TOTAL AIDE TIME					

*Note: The figures in each column indicate the percentage of time spent on each category.

Table VIII

ME SPENT BY AIDES ON THE HIGHEST RANKED DUTIES AT EACH SCHOOL

Hillcrest	Ruston Elementary	Grambling High	Grambling Elementary	I. A. Lewis Elementary	Lincoln Elementary	Greenwood Elementary	Total Time
24.3		10.7					9.9
13.8	12.4						
							4.8
					9.2	9.2	
					7.9	7.9	
					8.8	8.8	
			6.3				
	12.5		9.4		8.9		6.0
				29.2	16.2		
							3.7
				41.1	10.9		
10.1							9.6
11.1							
	10.5	19.6		18.3			7.0
		16.8					
			7.1				

e spent on each category.

work ranked high at Ruston and I. A. Lewis elementary schools and at Grambling High School.

Table IX contains a list of the most frequently performed duties at the elementary and high school levels and indicates the percent of time spent on each task at each level. The percentages are slightly higher for the elementary level because five elementary schools were included in the program, as compared with only four high schools.

Analysis of Aides' Use of Time Between Grades

Table X indicates the amount of time, in minutes, spent by aides on each of the tasks at each grade level. Table XI indicates the percent of total time spent on the highest ranked duties at each grade level. For example, at the sixth-, seventh-, and ninth-grade levels, a large amount of time was spent "duplicating materials," while typing was a major task at the junior and senior high school level. At the upper elementary and junior high school levels, grading papers and workbooks and recording grades and attendance were major tasks. In grades two, three, and four monitoring bus loading and unloading was most frequently performed by teacher aides. Aides spent a large amount of time grading papers and workbooks at the senior high level (grades 10 and 12).

The following list indicates the three most frequently performed duties at each grade level from kindergarten through high school.

Kindergarten

1. Supervised recreation
2. Duplicated materials
3. Miscellaneous activities

Table IX

DUTIES MOST FREQUENTLY PERFORMED AT ELEMENTARY AND HIGH SCHOOL LEVELS

High School Level		Elementary School Level	
Duties	Percentage of Time	Duties	Percentage of Time
Graded papers and workbooks	89.0	Listened to children read	98.1
Duplicated materials	76.6	Helped with physical arrangement of classroom	96.8
Maintained student cards and records	69.4	Monitored bus loading and unloading	90.7
Typed	66.1	Supervised study	92.8
Checked papers and workbooks	65.2	Supervised independent groups in classroom	81.5
General office work	63.9	Helped with experiments	69.4
Helped with art and physical education	63.2	Recorded grades and attendance	64.7
Miscellaneous activities	53.0	Worked in library	62.1

Table X

AMOUNT OF TIME, IN MINUTES, SPENT BY AIDES ON EACH

Duties	K	1	2	3	4	5
Changed bulletin board arrangements	160	340	850	775	490	29
Duplicated materials	405	2,125	2,020	2,685	985	25
Made charts, graphs	60	635	80	250	85	-
Prepared materials for bulletin board	-	680	2,120	800	1,120	12
Prepared visual aids materials	300	410	1,215	875	720	16
Typed	60	2,410	1,300	1,590	1,480	7
Checked attendance	-	395	110	135	235	34
Collected lunch money	-	495	310	320	145	32
Collected other money	-	30	90	30	140	-
Helped children construct things	220	725	450	140	455	33
Helped with art and physical education	-	1,260	850	265	1,830	16
Helped with experiments	-	165	150	165	310	-
Listened to children read	-	770	420	1,735	1,165	56
Read to children	240	335	780	590	525	6
Supervised independent groups in class	120	775	1,100	630	1,020	43
Supervised study	-	895	1,565	860	875	42
Assisted with first aid	-	25	-	15	40	-
Distributed clothing to children	-	75	100	205	10	-
Helped with physical arrangement of room	65	830	1,045	670	1,260	6
Issued textbooks and supplies	-	255	485	265	220	3
Operated visual aid equipment	-	445	390	395	305	22
Recorded grades, attendance, etc.	-	1,095	1,550	1,815	2,255	1,29
Assisted with field trips, tours	-	140	30	90	-	-
Assisted with student elections	-	-	-	-	60	-
Helped with health inspection	-	160	750	160	100	9
Monitored bus loading and unloading	-	680	1,570	2,155	2,325	85
Monitored lunchroom	-	270	1,010	250	435	28
Monitored playground activities	175	1,335	1,475	1,340	1,205	1,41
Supervised recreation	540	585	405	90	1,255	20
Worked in library	160	595	1,465	500	870	33
Graded papers, workbooks, etc.	-	1,010	1,450	1,525	1,970	1,10
Checked papers, workbooks, etc.	60	470	3,745	830	1,040	1,06
General office work, errands, etc.	60	880	605	1,845	345	43
Student cards and records, etc.	120	1,280	235	590	350	27
Miscellaneous	360	1,135	2,055	1,585	985	67
TOTAL AIDE TIME	3,105	23,710	31,775	26,170	26,610	11,83

Table X

N MINUTES, SPENT BY AIDES ON EACH TASK AT EACH GRADE LEVEL

1	2	3	4	5	6	7	8	9	10	11	12
340	850	775	490	290	115	-	-	-	-	-	-
125	2,020	2,685	985	250	735	90	-	60	-	35	30
635	80	250	85	-	-	-	-	-	-	-	-
680	2,120	800	1,120	120	595	60	-	-	-	-	40
410	1,215	875	720	160	160	-	-	-	-	-	-
410	1,300	1,590	1,480	75	120	-	60	-	240	60	80
395	110	135	235	340	80	-	-	-	-	-	-
495	310	320	145	325	220	-	-	-	-	-	-
30	90	30	140	-	35	-	-	-	-	-	-
725	450	140	455	330	155	-	-	-	-	-	-
260	850	265	1,830	160	110	-	-	-	-	-	-
165	150	165	310	-	-	-	-	60	-	-	-
770	420	1,735	1,165	560	150	-	-	-	-	-	-
335	780	590	525	60	60	-	-	-	-	-	-
775	1,100	630	1,020	430	295	-	-	-	-	-	-
895	1,565	860	875	420	550	-	-	-	45	-	-
25	-	15	40	-	-	-	-	-	-	-	-
75	100	205	10	-	-	-	-	-	-	-	-
830	1,045	670	1,260	65	310	-	-	-	-	-	-
255	485	265	220	30	90	-	-	-	-	-	-
445	390	395	305	220	70	-	--	-	-	-	-
095	1,550	1,815	2,255	1,290	1,245	60	-	60	-	45	80
140	30	90	-	-	-	-	-	-	-	-	-
-	-	-	60	-	-	-	-	-	-	-	-
160	750	160	100	90	150	-	-	-	-	-	-
680	1,570	2,155	2,325	850	25	-	60	-	-	-	-
270	1,010	250	435	285	170	-	-	60	-	100	-
335	1,475	1,340	1,205	1,410	160	-	-	-	-	-	-
585	405	90	1,255	200	510	-	-	-	-	-	-
595	1,465	500	870	330	280	60	-	-	-	-	-
010	1,450	1,525	1,970	1,100	2,335	30	-	-	180	-	120
470	3,745	830	1,040	1,065	875	-	-	-	60	40	-
880	605	1,845	345	430	380	-	-	-	-	-	120
280	235	590	350	270	655	-	-	-	180	-	-
135	2,055	1,585	985	675	310	-	60	-	495	240	60
710	31,775	26,170	26,610	11,830	10,945	300	180	240	1,200	520	530

Table XI

PERCENTAGE OF TIME SPENT BY AIDES ON HIGHEST RANKED

Duties	K[1]	1	2	3	4	5
Changed bulletin board arrangements						
Duplicated materials	13.0	9.0	6.4	10.3		
Made charts, graphs						
Prepared materials for bulletin board			6.7			
Prepared visual aids materials						
Typed		10.2				
Checked attendance						
Collected lunch money						
Collected other money						
Helped children construct things						
Helped with art & physical education					6.9	
Helped with experiments						
Listened to children read				6.6		
Read to children						
Supervised independent groups in classroom						
Supervised study			4.9			
Assisted with first aid					8.5	
Distributed clothing to children						
Helped with physical arrangement of room						
Issued textbooks and supplies						
Operated visual aid equipment						
Recorded grades, attendance, etc.			4.9			10
Assisted with field trips, tours						
Assisted with student elections						
Helped with health inspection						
Monitored bus loading & unloading			4.9	8.2	8.7	
Monitored lunchroom						
Monitored playground activities		5.6				11
Supervised recreation	17.4					
Worked in library						
Grading papers, workbooks, etc.					7.4	9
Checking papers, workbooks, etc.			11.8			9
General office work, errands, etc.						
Student cards, records, etc.		5.4				
Miscellaneous	11.6		6.5			

[1]Kindergarten.

*Note: The figures in each column are percentages of time.

Table XI

SPENT BY AIDES ON HIGHEST RANKED DUTIES AT EACH GRADE LEVEL

K[1]	1	2	3	4	5	6	7	8	9	10	11	12
13.0	9.0	6.4	10.3			6.7	30.0		25.0			
		6.7					20.0					
	10.2							33.3		20.0	11.5	15.1
				6.9								
			6.6									
		4.9										
				8.5								
		4.9			10.9	11.4	20.0		25.0			
		4.9	8.2	8.7				33.3				
									25.0		19.2	
	5.6				11.9							
17.4												
							20.0					
				7.4	9.3	21.3				15.0		22.6
		11.8			9.0							
												22.6
	5.4									15.0		
11.6		6.5						33.3		41.3	46.2	

s of time.

Grade 1

1. Typed
2. Duplicated materials
3. Monitored playground activities

Grade 2

1. Checked papers, workbooks
2. Prepared materials for bulletin boards
3. Miscellaneous activities

Grade 3

1. Duplicated materials
2. Monitored bus loading and unloading
3. Listened to children read

Grade 4

1. Monitored bus loading and unloading
2. Assisted with first aid
3. Graded papers, workbooks

Grade 5

1. Monitored playground activities
2. Recorded grades, attendance
3. Graded papers, workbooks

Grade 6

1. Graded papers, workbooks
2. Recorded grades, attendance
3. Duplicated materials

Grade 7

1. Duplicated materials
2. Prepared materials for bulletin board
3. Recorded grades, attendance

Grade 8

1. Typed
2. Monitored bus loading and unloading
3. Miscellaneous activities

Grade 9

1. Duplicated materials
2. Helped with experiments
3. Recorded grades, attendance

Grade 10

1. Miscellaneous activities
2. Typed
3. Graded papers, workbooks

Grade 11

1. Miscellaneous activities
2. Monitored lunchroom
3. Typed

Grade 12

1. Graded papers, workbooks
2. General office work
3. Typed

Analysis of Aides' Use of Time During a 10-Week Period

A list of aides' duties was compiled during a 10-week period from a sample of schools participating in the program. Table XII indicates the amount of time (in minutes) spent on each of the duties during the period. It is evident that emphasis during the period was on non-instructional duties. There were no major quantitative changes during the aide program, although there were some qualitative changes, such as better defined roles and responsibilities of aides.

Comparison of Pilot Program Results with Other Systems

A preliminary mail survey was conducted of 69 schools, including 762 aides, to evaluate the list of "Duties and Responsibilities" compiled during the 10-week period. Tabulation of results from the survey is presented

Table XII

AMOUNT OF TIME, IN MINUTES, SPENT ON DUTIES BY AI

Duties	March 15	March 22	March 29	April 5
Changed bulletin board arrangements	270	10	--	--
Duplicated materials	540	650	820	970
Made charts, graphs	--	--	60	--
Prepared materials for bulletin board	180	--	180	--
Prepared visual aids materials	105	--	300	--
Typed	135	1,515	1,020	1,020
Checked attendance	--	20	60	--
Collected lunch money	--	135	--	--
Collected other money	--	--	--	--
Helped children construct things	--	10	--	--
Helped with art & physical education	570	20	360	--
Helped with experiments	--	--	60	--
Listened to children read	--	60	--	60
Read to children	--	150	45	60
Supervised independent groups in classroom	--	130	--	450
Supervised study	180	260	--	80
Assisted with first aid	30	--	--	--
Distributed clothing to children	--	--	--	--
Helped with physical arrangement of room	30	45	--	--
Issued textbooks and supplies	--	20	--	--
Operated visual aid equipment	175	60	270	--
Recorded grades, attendance, etc.	110	585	390	60
Assisted with field trips, tours	--	--	--	--
Assisted with student elections	--	--	--	--
Helped with health inspection	--	--	--	--
Monitored bus loading & unloading	360	270	520	675
Monitored lunchroom	395	90	500	510
Monitored playground activities	--	140	260	20
Supervised recreation	--	30	--	--
Worked in library	360	610	775	1,755
Grading papers, workbooks, etc.	515	60	75	1,390
Checking papers, workbooks, etc.	280	20	75	--
General office work, errands, etc.	310	45	1,250	660
Student cards, records, etc.	--	60	360	--
Miscellaneous	--	--	540	240
TOTAL AIDE TIME	4,840	4,995	7,920	7,950

*Note: The figures in each column indicate the amount of time spent on duties by the aid indicates the beginning of one of the 10 weeks.

The figures are based on a random sample of the schools involved.

Table XII

MINUTES, SPENT ON DUTIES BY AIDES DURING THE 10-WEEK PROGRAM

March 22	March 29	April 5	April 12	April 19	April 26	May 3	May 10	May 17
10	--	--	180	--	--	210	140	570
650	820	970	630	610	1,560	755	590	735
--	60	--	30	60	100	--	120	150
--	180	--	275	60	30	150	280	960
--	300	--	165	225	--	300	255	360
1,515	1,020	1,020	60	310	600	1,260	925	420
20	60	--	100	30	--	40	210	--
135	--	--	50	10	45	--	265	--
--	--	--	--	--	--	--	60	--
10	--	--	220	--	30	30	225	--
20	360	--	75	630	610	60	440	620
--	60	--	100	--	--	--	--	--
60	--	60	195	45	460	--	410	30
150	45	60	155	75	420	--	230	--
130	--	450	310	135	295	60	605	--
260	--	80	90	180	300	60	395	--
--	--	--	--	30	--	--	60	--
--	--	--	--	--	10	--	130	--
45	--	--	230	15	150	20	505	--
20	--	--	55	60	180	30	135	--
60	270	--	300	--	30	240	120	--
585	390	60	505	730	520	160	1,755	--
--	--	--	--	--	--	--	--	--
--	--	--	--	--	30	--	--	--
--	--	--	20	--	60	--	30	--
270	520	675	125	540	345	90	675	300
90	500	510	30	285	195	210	290	60
140	260	20	30	450	335	30	880	90
30	--	--	220	270	55	80	325	60
610	775	1,755	30	445	310	180	240	180
60	75	1,390	660	1,055	785	1,450	185	1,470
20	75	--	205	430	690	120	180	315
45	1,250	660	885	595	120	1,020	445	920
60	360	--	465	100	725	780	--	--
--	540	240	305	435	20	120	1,390	240
4,995	7,920	7,950	6,700	7,810	9,010	7,455	12,500	7,480

time spent on duties by the aides during the 10-week program. The date at the top of each column

hools involved.

in Appendix D. The advantages and disadvantages of employing teacher aides according to respondents are summarized below.

Advantages

1. Aides permitted teachers to devote more time to instructional tasks.
2. They relieved teachers of minor duties not directly related to teaching.
3. The assistance boosted teacher morale.
4. The aides permitted teachers to devote more time to individual instruction of students.
5. The aides gained valuable experience in the classroom.

Disadvantages

1. The organization of aides is not always effective.
2. Most teacher aide programs do not train aides for specific tasks before assignment.
3. Teachers are often unable to make optimal use of aides' time.

In 1966 the National Education Association (NEA) Research Division identified more than 250 large school systems which employed paid or volunteer aides.[3] Of this number, 217 were surveyed by the Educational Research Service concerning their use of teacher aides or auxiliary personnel.[4] The survey indicated that there has been a significant increase in

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[3] *Educational Research Service Circular*, American Association of School Administrators and Research Division, National Education Association, Washington, D.C., April 1967.

[4] Teacher aides were defined as "all non-professionals who relieve regular teachers of some non-teaching duties, whether they are paid or volunteer their time."

teacher aide programs as a result of funds made available by the Elementary and Secondary Education Act of 1965. The largest number of aides were employed at the elementary school level, although aides were used at all grade levels from pre-school through senior high school.

Respondents to the survey were requested to indicate duties performed by aides in their school systems. Table XIII indicates the rank order of duties, according to the amount of time spent on each and according to the frequency with which they were checked by the respondents.

The duties listed in column one of Table XIII were performed by teacher aides in the pilot program in Lincoln Parish, Louisiana, and are ranked according to the amount of time spent on each. More than half (57.6 percent) of the duties listed are considered non-instructional; 38.2 percent are classified as instructional or clerical; and 4.2 percent are miscellaneous activities.

Column two contains a list of duties compiled by the Education Research Service and ranked according to the number of times each was checked in a survey of 217 school systems. The majority (64 percent) are non-instructional in nature and 36 percent are instructional as defined by the GSRI research team.

Analysis of Teacher Aide Questionnaires

Staff members from Gulf South Research Institute interviewed 60 teacher aides after completion of the pilot program in Lincoln Parish to obtain their comments on the completed program and to determine their opinions of a continuation program.

A majority of the aides (72.6 percent) indicated that the completed

Table XIII

RANK ORDER OF DUTIES

Duties, According to Time Spent[1]	Rank	Duties, According to Number of Times Checked[2]
Duplicating tests & other materials	1	Duplicating tests & other materials
Grading papers & workbooks, etc.	2	Helping with classroom housekeeping
Typing materials, tests, etc.	3	Typing materials, tests, etc.
General office work	4	Setting up A-V equipment
Recording grades & attendance	5	Helping with children's clothing
Working in library	6	Supervising playground
Helping with art & physical education	7	Correcting tests, homework, workbooks, etc.
Monitoring bus loading & unloading	8	Reading aloud & telling stories
Miscellaneous activities	9	Assisting in school library
Checking papers and workbooks	10	Collecting money from pupils
Supervising playground	11	Supervising cafeteria
Preparing report cards and reports	12	Recording data in student files
Preparing materials for bulletin boards	13	Keeping attendance register and preparing attendance reports
Monitoring lunchroom	14	Tutoring small groups of students
Preparing visual aid materials	15	Ordering A-V materials & supplies
Supervising independent groups	16	Tutoring individual students
Supervising study	17	Supervising bus loading & unloading
Changing bulletin board arrangement	18	Helping with discipline
Listening to children read	19	Helping in school laboratory
Helping with physical arrangement of classroom	20	Monitoring corridors
Supervising recreation	21	Correcting students' themes
Reading to children	22	Administering tests
Operating visual aid equipment	23	Supervising study halls
Helping students construct things	24	Corresponding with parents
Making charts and graphs	25	Preparing report cards
Issuing textbooks and supplies	26	
Helping with health inspection	27	
Collecting lunch money	28	
Checking attendance	29	
Helping with experiments	30	
Assisting with field trips, tours	31	
Helping with children's clothing	32	
Collecting money (other than lunch)	33	
Assisting with first aid	34	
Assisting with student elections	35	

[1]Source: Gulf South Research Institute (pilot program, Lincoln Parish)

[2]Source: Educational Research Service (survey of 217 school systems)

program met the expectations they felt prior to its initiation. The remaining percentage (28.3) had mixed reactions. Some had expected to work with one teacher only, while others had anticipated more contact with individual students. Other aides indicated that they had gained more "on-the-job" experience than they had expected.

Listed below are comments made by teacher aides who felt the program differed from their expectations.

"I thought I would work for one teacher only."

"I worked in the office more than the classroom."

"I learned a lot more than I thought I would."

"I enjoyed it more than I thought I would."

"I thought I would get more direct contact with the students."

Table XIV is an evaluation of the "most valuable" experience of aides during the program, according to information obtained during the interviews. The second column of the table indicates the frequency of response to each experience cited.

The two experiences most frequently cited as "valuable" were (1) observing the activities of teachers in the classroom, and (2) having direct contact with individual students, both of which are considered instructional in nature. Teacher aides generally did not consider clerical duties as valuable in the training of future teachers as instructional tasks, although many indicated that the experience would be valuable later in a teaching career.

Aides were critical of the transportation situation between the colleges

Table XIV

EVALUATION OF THE "MOST VALUABLE" EXPERIENCE

Experiences Cited	Frequency of Response
Observed teachers at work	20
Had direct contact with students	14
Observed students	12
Duplicated materials	13
Graded papers	9
Monitored playground activities	8
Prepared materials for bulletin board	7
Prepared visual aids materials	7
Typed	5
Worked in library	5
Read to children	4
Helped with art and physical education	2
Operated visual aid equipment	2
TOTAL	108

and local schools early in the program, but steps will be taken to remedy this situation in the beginning of future programs. Aides also indicated that as the program progressed, its organization improved, and their roles were better defined.

All of the aides interviewed indicated that they believed the program should be continued. (Many expressed a desire to work in a continuation program.) Most believed the program provided excellent preparation for student teaching since it provided on-the-job experience. Ninety percent of the aides interviewed indicated that no part of the program, in their opinion, should be dropped. Many offered suggestions for future programs,

including the following comments.

- The number of teacher aides should be increased.
- Assignments should be more specifically defined.
- Teachers and aides should be better prepared to cope with the aide's presence in the classroom.
- Aides should be allowed to work more hours per week.
- More emphasis should be placed on instructional tasks than on non-instructional ones. (More time should be spent in the classroom than in the school office.)

End-of-School Year Symposium

After completion of the pilot student-teacher aide program on May 17, 1968, Thomas Judd, project leader, met with a sample of teachers and administrators from the school systems participating in the program to evaluate its effectiveness. After the meeting, the following list of comments and suggestions was compiled.

- Aides should be assigned to one, two, or possibly three teachers, instead of to a "pool" of teachers.
- More aides should be assigned to each school.
- Aides should be allowed to work more than 10 hours a week, possibly as many as 15 hours.
- Grambling High School indicated that it had too many aides. (This occurred because aides without means of transportation were sent to the school.)
- Transportation for the aides was inadequate and inefficient.
- Aides were well prepared for the duties which were assigned to them.
- The aides remained enthusiastic throughout the program.

- The contributions of the aides to classroom teachers were extraordinary.

- A larger program should be continued.

2

Appendix A

DUTIES AND RESPONSIBILITIES OF AIDES

1. Supervising study
2. Bus duty
3. Collecting lunch money
4. Duplicating materials
5. Collecting other money
6. Supervising recreation
7. Routine yard duty
8. Assisting with field trips or study tours
9. Supervising lunchroom
10. Supervising book covering procedures
11. Operating tape recorders and motion picture projectors
12. Typing
13. Recording grades on report cards, cumulative records, etc.
14. Preparing transparencies
15. Issuing textbooks and instructional supplies to pupils
16. Supervising students in non-instructional activities
17. Reading to children
18. Listening to children
19. Assisting children in constructing things, such as a bird house or an ant farm
20. Assisting with simple experiments in science and science fairs
21. Assisting in art and physical education classes
22. Working in the library

23. Distributing clothes to needy children

24. Assisting with first aid

25. Assisting with health inspection and with weighing and measuring children

26. Preparing materials for bulletin board display

27. Changing bulletin board arrangements

28. Checking attendance and keeping records

29. Assisting with the physical arrangement of the classroom

30. Assisting in the supervision of independent groups in the classroom

31. Making charts

32. Assisting with student elections

Appendix B

DAILY AIDE REPORT

1 Please complete one form each day.

2 Under the column headed "Aide," select the duties you performed during the day and enter the minutes spent doing each duty in each block. Account for all of your time for the day.

3 Enter the total minutes worked in the "Total Time" block at the bottom of the page.

4 Repeat steps 2 and 3 for the "Teacher" column, indicating the amount of time the teacher spent in various activities while you were at the school.

5 Turn the form in to the office as you leave for the day.

_____ (Aide's Name)

_____ (Teacher's Name)

_____ (School)

_____ (Grade) _____ (Date)

_____ (From To) (Hours) _____ (From To)

AIDE

Time (Minutes)	Duty
	Changed bulletin board arrangements
	Duplicated materials
	Made charts, graphs
	Prepared materials for bulletin board
	Prepared visual aides materials
	Typed
	Checked attendance
	Collected lunch money
	Collected other money
	Helped children construct things
	Helped with art & physical education
	Helped with experiments
	Listened to children read
	Read to children
	Supervised independent groups in classroom
	Supervised study
	Assisted with first aid
	Distributed clothing to children
	Helped with physical arrangement of room
	Issued textbooks and supplies
	Operated visual aid equipment
	Recorded grades, attendance, etc.
	Assisted with field trips, tours
	Assisted with student elections
	Helped with health inspection
	Monitored bus loading & unloading
	Monitored lunchroom
	Monitored playground activities
	Supervised recreation
	Worked in library
	Other _____
	Other _____
	Other _____
	TOTAL AIDE TIME (reported for credit)

TEACHER

Time (Minutes)	Duty
	Instructed group (general)
	Instructed individuals
	Read to children
	Listened to children read
	Did yard duty
	Did lunchroom duty
	Did bus duty
	Worked in library
	Planned lessons
	Took attendance
	Graded papers, tests
	Operated visual aids equipment
	Prepared visual aids materials
	Other _____
	Other _____
	Other _____
	Other _____
	Other _____
	Other _____
	TOTAL TEACHER TIME (Should be same as aide time)

THIS REPORT IS TO BE USED FOR RESEARCH PURPOSES TO DETERMINE WHAT ACTIVITIES ARE INVOLVED IN THE AIDE PROGRAM.

Appendix C

TEACHER AIDE QUESTIONNAIRE

Appendix C

TEACHER AIDE QUESTIONNAIRE (HL-210)

HELLO. MY NAME IS _____. I WANTED TO TALK TO YOU FOR A FEW MINUTES ABOUT THE TEACHER AIDE PROJECT. FIRST, LET ME SAY THAT YOUR NAME WILL NOT BE MENTIONED IN REGARD TO ANYTHING YOU TELL ME. WE WOULD APPRECIATE IT IF YOU WOULD BE FRANK WITH US IN EXPRESSING YOUR OPINIONS. I AM SURE YOU CAN UNDERSTAND THAT IT IS EXTREMELY IMPORTANT FOR US TO KNOW EXACTLY WHAT THE PROGRAM MEANT TO YOU. THE WAY THE PROGRAM IS HANDLED IN THE FUTURE WILL DEPEND TO SOME EXTENT UPON WHAT TEACHER AIDES LIKE YOURSELF TELL US.

1. Did the program turn out to be any different from what you were told it would be? ☐ Yes ☐ No IF "YES", ASK How? _____

2. Do you think the program should be continued next year? ☐ Yes ☐ No
IF "NO", ASK Why is that? _____

3. What parts of the program seemed most valuable to you? PROBE What activities do you feel were the most valuable? _____

PROBE - IF NOT ALREADY MENTIONED, ASK Was there anything which will be helpful later on in a teaching career? _____

4. What parts of the program do you feel should be dropped? _____

5. Any other comments? _____

THANK YOU VERY MUCH FOR COMING IN.

Interviewer _____ Date _____ Location _____

Aide's Name _____ School Assignment _____

Appendix D

PRELIMINARY SURVEY DATA[1]

[1]The data in this section were obtained from a survey of 69 schools in the nation with teacher aide programs. The 69 schools employed a total of 762 aides.

1. Do the aides have a degree in education? (The first column of figures indicate the number of schools out of 69 responding to each answer. The second column indicates the number of aides included in each answer.)

Response	Number of Schools	Number of Aides
Yes	1	1
No	63	634
Both*	4	80
No Response	2	47
	70**	762

*Some respondents indicated that some aides had a degree and some did not. They wrote "both" on their questionnaires, without specifying how many were in each category.

**Only 69 schools were surveyed. The extra number indicates that some respondent(s) checked more than one answer.

2. If aides have a degree in education, in which area is it?

Area	Number of Schools	Number of Aides
Elementary	5	377
Secondary	2	36
Both*	2	35
No Response	60	314
	69	762

*Two respondents indicated that aides had degrees in both areas, without specifying how many were in each area.

3. What is the age range of your teacher aides?

Age Range	Number of Aides
18-25	71
26-35	431
36+	88
18-35	27
18+	110
26+	20
No Response	15
	762

4. How much education do the teacher aides have?

Education Level	Number of Aides
High school graduate	208
1, 2, or 3 years of college	31
College graduate	3
High school and 1, 2, or 3 years of college	424
1, 2, 3 years of college and college graduate	85
Business college	7
	762

5. How are teacher aides classified?

Mothers	99
Former teachers	2
Others	87
Mothers & teachers	31
Mothers & others	52
Teachers & others	0
Combination of all	108
NO RESPONSE	383
	762

Responses to the following questions are indicated as percentages of the 69 schools included in the survey.

		Yes	No
6.	Does the aide type?	88.4%	11.6%
7.	Does she duplicate materials?	97.1	2.9
8.	Does she collect lunch money?	57.4	42.6
9.	Is she in charge of the lunch money?	44.8	55.2
10.	Does she supervise yard activities?	62.3	37.7
11.	Does she prepare new library books for use?	52.2	47.8
12.	Does she make new library cards to replace old ones?	55.1	44.9
13.	Does she stay all day?	69.6	
	Does she stay half a day?	5.8	
	Does she stay a few hours?	8.7	
	Does she stay all and a half?[2]	15.9	
	all and a few?[3]		
	few and a half?[4]	0	
14.	Does she teach small groups?	42.0	58.0
15.	Does she do any individual teaching?	43.5	56.5
16.	Does each teacher in the school have an aide?	14.5	85.5
17.	Does the aide have charge of physical education equipment?	32.4	67.6

[2]Respondents wrote in this answer.

[3]Respondents wrote in this answer.

[4]Respondents wrote in this answer.

18. What duties, other than the ones mentioned, were performed by the aide(s)?

Duties	Number of Responses[5]
Keeping records	6
Correcting papers	11
Supervising seat work of students	5
Playing piano	1
Passing out materials to students	6
Delivering messages	3
Assisting with noninstructional duties	18
Sorting mail	1
Taking inventory	1
Helping with audio-visual aids	6
Preparing and arranging bulletin boards	4
Assisting students with speech problems	4
Making posters	1
Supervising field trips	2
Checking attendance	4
Working with the stamp program	1
Assisting with physical education activities	2
Working as a health nurse	3
Handling correspondence	5
Monitoring bus loading and unloading	2
Substituting for teachers who become ill at school	1
Doing secretarial work	3
Monitoring playground activities	3

[5]The figures indicate the number of schools out of the 69 included in the survey.

19. Who determines the duties of the aide(s)?[6]

The federal government		0	
The state level		1	1.5%
Parish school board		7	10.0
Local school faculty	40		
Faculty & principal	6		
Faculty & administration	2		
Director of aides & principal	1		
Faculty & assistant superintendent	1		
Principal	1	51	73.8
Federal and state		0	
Federal and parish		0	
Federal and local		1	1.5
State and parish		1	1.5
State and local		2	2.9
Parish and local		4	5.8
Federal and administration		1	1.5
All combined		1	1.5
		69	100.0%

[6]The first column of figures indicate the number of schools out of 69 responding to each answer. The second column indicates the percentage that this number represents of the total.

20. Why were aides dismissed? (Numbers indicate the number of schools responding to each reason.)

Incompetence	5
Immoral conduct	0
Unethical behavior	0
Incompetence & immoral conduct	2
Immoral conduct & unethical behavior	0
Incompetence, immoral conduct, and unethical behavior	31
None dismissed	12
No Response	19
	69

21. Are you in favor of continuing your present program?

Yes	67
No	1
No Response	1
	69

Grades Taught

Grade Span	Number of Schools Responding	Number of Aides
K-2*	1	377
K-3	0	0
K-6	12	29
K-7	1	1
K-8	2	45
K-12	14	139
1-5	2	3
1-6	6	21
1-8	2	45
1-12	16	76
4-6	0	0
6-8	2	2
7-9	0	0
7-12	1	-
9-12	3	11
10-12	2	3
Ungraded	2	5
NO RESPONSE	3	5
	69	762

*"K" designates kindergarten.

22. Who is responsible for hiring and firing aides?[7]

Principal	34
Superintendent	20
Supervisor	1
Director of secondary education	1
Personnel department	9
School board of directors	5
Counselor	1
Administration	7
Supervising principal	1
Director of elementary education	4
Special service director	1
Teachers	4
Director of special education	2
Director of federal program	3
Assistant superintendent	6
Director in charge of aides	2
NO RESPONSE	2

[7]Figures indicate the number of schools out of 69 responding to each choice listed in the left column.

23. What are the advantages of employing teacher aides?

Number of Responses (Out of 69 schools)	Advantages
3	Aides are valuable in cases of overloaded class areas.
35	Aides allowed teachers to devote more time to detailed teaching assignments, planning, and instructional tasks.
1	Aides are helpful in dealing with emotionally disturbed children.
3	Aides allow teachers to perform their tasks more competently.
2	Aides can assist teachers with teaching (under the supervision of teacher).
24	Aides relieve teachers of minor, non-instructional duties, thus allowing her to devote more time to teaching.
3	Aides improve public relations.
1	Aides boost teacher morale.
1	Aides allow more individualized instruction of students.
1	Aides gain valuable on-the-job experience, as well as assisting teachers.

24. What are the disadvantages of employing teacher aides?

Number of Responses (Out of 69 schools)	Disadvantages
6	Teachers take advantage of aides.
3	Aides are not employed effectively.
3	Teachers feel uncomfortable with a teacher aide in the classroom.
2	Aides "gossip" and compare children.
2	Aides vary in their abilities.
3	Some aides are not properly trained for specific tasks prior to assignment.
1	Aides frequently complain.
1	Aides are not professional in their approach to classroom activities.
4	Teachers fail to use aides to their full potential.
4	Teachers will loaf while aides work.
1	Some teachers without aides resent the fact that another teacher has one.
5	Aides begin to act as if they were really teachers.
1	More money is required to compensate the aides.
1	Additional administrators are required to supervise and evaluate work of teacher aides.
2	Many teachers do not understand how to effectively use aides.
41	NO RESPONSE

25. What suggestions do you have for setting up a teacher-aide program?

Number of Responses (Out of 69 Schools)	Suggestions
12	Explain duties and responsibilities of aides to the staff.
1	Make aides responsible to an administrator or supervisor, instead of an individual teacher.
7	Screen all applicants for aide positions according to established standards (screening to be conducted by a central person or group).
3	Allow principal to have a voice in the selection and placement of aides.
3	Check grants and financial backing, since funds for the program may be a problem.
5	Be sure aide works well with children.
15	Be sure the program and its rules are well understood by both teachers and aides.
5	Make sure aide is aware that the teacher is always in charge of activities in her class.
3	Employ a few aides on a pilot or temporary basis.
2	Allow for gradual expansion of the program.
1	Employ men as teacher aides, as well as women.
9	Be careful in selecting aides for the program.
3	Schools should conduct an in-service workshop for aides before actual assignment.
1	Require aides to turn in a weekly work sheet to the principal.
1	Give the aides as much professional training as possible.
1	Provide fringe benefits, stipends, etc. to aides.
2	Evaluate each aide's work on a periodic basis.
1	Select aides who are flexible in their approach to their duties.
29	NO RESPONSE